

The University of Chicago

A COURSE
PROVIDING TRAINING IN BUSINESS
ADMINISTRATION FOR SOCIAL
AGENCY EXECUTIVES

A PART OF A DISSERTATION SUBMITTED
TO THE GRADUATE FACULTY IN CANDIDACY
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

THE SCHOOL OF COMMERCE AND ADMINISTRATION
1931

By
CHESTER FREDERIC LAY

Private Edition, Distributed by
THE UNIVERSITY OF CHICAGO LIBRARIES
CHICAGO, ILLINOIS
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PREFACE*

In the attempt to integrate for the benefit of potential social agency executives the subject matter of two youthful, specialized, and rapidly growing fields, the writer became increasingly conscious of the fundamental necessity of basing any attempt at synthesis of practice, and eventual formulation of "principles," upon a thorough martialing of experience. The "Guide to Teaching Materials" presented in this report is his contribution toward this end, and is believed to be the most comprehensive and complete yet assembled.

Surrounding circumstances, especially the time factor and spatial limits established, preclude an expository presentation of the wide range of problem-making conditions and the rather intricately developed problem-solving methods now characteristic in the various fields of the social agency executive's relationships. Such an analysis, however, has been provided in part elsewhere by the writer as an outgrowth of this study.

The intriguing problems of teaching technique must be omitted likewise. While more difficult than those encountered in instruction of an advanced and homogeneous student group having primary vocational interests in common

*The preface, table of contents, and list of tables for the complete dissertation are included in this publication of "the essential portion," for the purpose of giving the reader some idea of the scope of the full study, which is to be found in The University of Chicago Libraries.

with the instructor, the opportunity for pedagogical pioneering in this borderline subject matter, as by adaptation of materials to individual needs, with its stimulus to voluntary and largely self-directive mental growth should encourage their exploration. Merely as a suggestion of an instructional approach intended to stimulate critical and creative work, even in a first presentation, an examination given in the course is included as an appendix.

Despite the limitations which have conditioned its preparation, the writer trusts that this report of experience in curriculum building may further increase the cooperative spirit which has prevailed between the professional schools at interest.

June, 1931.

C. F. L.

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A COURSE PROVIDING TRAINING IN BUSINESS ADMINISTRATION

FOR SOCIAL AGENCY EXECUTIVES

PART I: BUILDING THE COURSE

The Field of Social Work.

The profession of social work is so new that many would question its very existence. The boundaries of its field are not fixed, and while general acceptance is not accorded to any of the attempts to distinguish between its work and that of related professions such as those of the physician, the minister, the teacher, and the lawyer,¹ the definition developed by Cheyney may be useful: "Social work includes all voluntary attempts to extend benefits in response to need, which are concerned with social relationships and which avail themselves of scientific knowledge and employ scientific methods."² A more specific description of the activities covered is found in the compilation of occupational groups prepared by the Vocational Bureau of the American Association of Social Workers:³

Administration and Organization

1. Councils and Federations

2. Public Welfare Administration

-
1. J.H.Tufts. Education and Training for Social Work. New York: Russell Sage Foundation, 1923.
 2. A.S.Cheyney. A Definition of Social Work, A Doctoral Dissertation, p. 26. University of Pennsylvania, 1926.
 3. Quoted in Sydnor H. Walker. Social Work and the Training of Social Workers, pp. 113-114. Chapel Hill: University of North Carolina Press, 1928.

Case Work

1. Child Welfare
2. Family Welfare
3. Medical Social Service
4. Probation and Parole
5. Protective Work
6. Psychiatric Social Work
7. Visiting Teaching
8. Miscellaneous Case Work

Group Work

1. Boys' and Girls' Clubs
2. Immigrant Education
3. Recreation
4. Settlement and Community Centers

Industrial Work

1. Employment Service
2. Handicapped
3. Investigation
4. Personnel and Factory Welfare
5. Vocational Guidance

Institutional Administration

1. Children's Institutions
2. Other Institutions

Public Health and Hygiene

1. Health Education, including Social Hygiene, Mental Hygiene, etc.

2. Public Health Administration

Research and Training

1. Social Investigation
2. Social Research
3. Teaching Social Work

Social Propaganda

Specialists

1. Financial Secretary
2. Nutrition Worker
3. Psychologist
4. Publicity Secretary
5. Statistician

Walker concludes that the central activities characteristic of social work are case work, group work, and administration and organization.⁴

An active professional organization, the American Association of Social Workers, with 4200 members and 43 local chapters, exerts considerable influence over the (estimated) 25,000 professional social workers in the United States. Stimulated by the Great War, and continuing since, there has been a notable expansion in the extent of social work performed in this country. Coincident with this expansion there has been a notable increase in the size of many individual social agencies; which is accentuated by tendencies toward concentration and integration such has characterized

4. Walker, op. cit., p. 115.

the development of business organizations. As a logical outgrowth of this "growing-pains" stage of the profession the demand for executive secretaries in the field of organization and administration of social agencies is considerably beyond the supply.⁵

The Curriculum Problem

Universities and colleges have attempted to meet this situation. The University of Chicago was probably the first institution to make a comprehensive attempt to adapt the training materials of professional schools of commerce and administration to the needs of students in professional schools of social service administration. This problem was assigned to the writer, and the following is intended to present and briefly discuss the conclusions reached as to a suitable content of a service course providing business administration training for potential executives in training at the University of Chicago Graduate School of Social Service Administration. The concluding section provides an extensive guide to teaching materials available for use in such courses at any institution.

Three notable attempts have been made to aid in the formulation of courses of study in American schools of social

5. Frank J. Bruno. "Training for Social Work from the Point of View of the School," p. 299. National Conference of Social Work Proceedings, 1929.

work,⁶ but in none has special consideration been given to the problem of the business administration training aspect of the curriculum problem.⁷ While until recently few schools or teachers of commerce and administration have shown special interest in the adaptation of their material to the needs of any particular group of students,⁸ a tendency is now observable for such schools to coöperate in serving students of such other professional schools as colleges of engineering and schools of law.⁹ That a need for similar coöperation with schools of social work should be first recognized by the University of Chicago School of Commerce and Administration is indicative of "its rôle as an experiment station in collegiate education for business."¹⁰ Its own curriculum, formulated during a ten-year period beginning in 1914, has been the leading influence in moulding curricula of American collegiate schools of business. An indication of its somewhat similar influence upon the courses covering business administration subject matter provided in professional schools of social work may be observed in

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6. J. F. Steiner, Education for Social Work. Chicago: University of Chicago Press, 1921.
 Tufts, op. cit.
 Walker, op. cit.
 7. Ibid., p. 152.
 8. J. H. S. Bossard and J. Frederic Dewhurst, University Education for Business. Philadelphia: University of Pennsylvania Press, 1931.
 9. Willard J. Graham, Accounting in the Law School Curriculum. Journal of Business. IV. April, 1931.
 10. W. H. Spencer (Dean). Unpublished memorandum, 1931.

considering below the growth and present position of such schools and the place provided for business administration courses in their curricula (Tables III-IX).

Professional Training in Schools of Social Work

Apprenticeship was the generally accepted training for social work until 1908; but since 1918 emphasis upon professional education has been greatly increased. In 1919 the Association of Professional Schools of Social Work was organized and now includes twenty-nine schools, all except five of which are under university sponsorship.¹¹ Tufts has pointed out the emphasis upon vocational training, which he deplores, in American institutions and which is not so characteristic of British schools.¹² Regardless of its philosophical justification, or the lack of such, it is apparently necessary to prepare workers for tasks in which opportunities for employment exist since the needs of the social agencies might otherwise cause them to revert with increasing frequency to the already too prevalent practice of relying upon the apprenticeship system for the training of their staffs.

The curricula of schools of social work are augmented

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11. Irene Farnham Conrad. "Education for Social Work," p. 149. Social Work Year Book. New York: Russell Sage Foundation, 1930.
Tufts, *op. cit.*, p. xi.
 12. Elizabeth Macadam. Equipment of the Social Worker, p. 224. London: George Allen & Unwin, Ltd., 1925.

by the practice of offering courses dealing with the numerous separate types of social agencies rather than with professional functions applicable to them all. The University of Chicago School of Social Service Administration has largely avoided this practice, and in consequence is recognized as a leading center for training the research and administrative type of social worker for the field of public welfare administration as well as for the private field. Early in its history it was reported as "operating on the assumption that the preparation of workers for the more responsible types of social work is its peculiar province, and as placing particular emphasis upon the courses which acquaint the student with the problems and methods of organization and administration of social service agencies, with relatively less emphasis upon the various social work techniques."¹³ This point of view naturally led to the offering of courses providing technical skill in investigating social situations (statistical), in formulating social programs, and in administering social agencies. The last mentioned course as given by the writer was said to be the only available presentation of a comprehensive selection of commerce and administration materials in 1922. The need for such training is at present recognized by the Association of Schools of Professional Social Work. Its standards for admission now

13. E. F. Young, University of Southern California. Unpublished manuscript.

include the requirement of courses in the practice of social work. Among courses considered as appropriate are "the field of chests and councils; institution management, and administration."¹⁴

Although it was contended in the first study made of "education for social work" that "such subjects as methods of publicity, financing of social agencies, office management and routine, and other aspects of social work administration might be considered more effectively in their immediate application to specific problems than in courses dealing exclusively with the technique of executive management and administration,"¹⁵ the provision of a separate functional course or courses covering these fields has now become the general practice. Walker has found that the relative importance of various types of courses offered by schools, members of the Association, so far as is indicated by the number of courses offered, is in the following sequence:

Social Case Work (most common)
 Community Organization
 Medical Social Work
 Care of Delinquents and Defectives
 Social Research and Investigation

-
14. Association of Schools of Professional Social Work. "Standards for determining eligibility for admission to the Association as adopted at the annual meeting held Dec. 29, 1928." Ruth Emerson, secretary.
 15. J. F. Steiner. Education for Social Work, p. 48. Chicago: U. of Chicago Press, 1921.

Publicity and Administration

Personnel and Industrial Service

Child Welfare

Social Philosophy, Social Reform, Psychology, Sociology, Social Legislation, Economics are always represented by a course or two and, as a group, include more courses than any other.¹⁶ The relative ranking is supported by a study by Conrad in 1929.¹⁷

The writer has made a study (1931) to determine what institutions offer courses of the business administration type and their characteristics. Data were secured concerning the twenty-nine schools members of the Association and six non-member institutions. The latest available bulletins were used, of which all but two were entirely current. The total number of courses of the business administration type offered by the schools is 50. Of these, 41 are given in member schools and 9 by non-members. Business administration subject matter was included in 45 additional courses but only incidentally and with such minor emphasis as to indicate agreement with the suggestion of Steiner previously noted, that such materials might best be taught "in their immediate application to specific problems" of special types of agencies. Thus of the 95 courses giving some treatment of commerce and administration materials, only 50 are devoted exclusively to such content.

16. Walker, op. cit., p. 150.

17. Conrad, op. cit., p. 152.

Of these 50, 33 are of a survey type covering several divisions of the field of commerce and administration; and 17 are specialized courses quite strictly comparable with individual courses in university schools of business administration. The latter employ such titles as: Association Finance, Community Chest Organization, Personnel Administration, Publicity and News Writing, Public Relations in Social Work, and Records and Reports. The proliferation of courses indicated by this last group, which frequently represents duplication, naturally raises the question as to the relationship of the educational program of schools of social work to that of schools of commerce and administration. An interesting situation exists at Ohio State University and at the University of California, in both of which the Social Service Department is a division of the School of Commerce and Administration. During its first years the Graduate School of Social Service Administration of the University of Chicago was directed by the same Dean who was in charge of the School of Commerce and Administration. These relationships are unique, however, and the essential problem remains of determining what instructional materials are available in schools of commerce and administration, and of selecting or adapting that which will be of special help to students of social work.

Nature and Scope of Training Material which Can
Be Provided by a University School of Commerce

Collegiate training for business activities, like that of social work, is primarily the product of the current generation, and particularly of the period since the Great War. The Association of Collegiate Schools of Business included 20 in its membership ten years ago. Today there are 43 affiliated schools. If all American colleges and universities with some formally organized unit of instruction in business subject matter are included, about 200 institutions offer training in this field. This number excludes non-collegiate and evening schools.¹⁸ The enrollment in schools which are members of the Association approximates 25,000 while the number reaches 70,000 if all college and university schools of commerce are included.¹⁹

These institutions offer instruction both at undergraduate and graduate level; those generally known as strictly graduate schools of business administration do not provide a graduate instruction in the sense that undergraduate training in business is presupposed. In other schools the same course is frequently available for both graduates and undergraduates.²⁰ Two of the major problems facing such schools today are those

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- 18. L. C. Marshall. The Curriculum of the American Collegiate School of Business, p. 83. Eastern Commercial Teachers Association, Second Year Book, 1929.
 - 19. L. S. Lyon. Education for Business, p. 334. Chicago: University of Chicago Press, to be published 1931.
 - 20. Lyon, op. cit., p. 335.

of curriculum content and instructional methods.²¹ An indication as to the variation in conceptions of the necessary fields properly covered in training for business is to be had from the study made among school members of the American Association of Collegiate Schools of Business in 1925-26. The number of institutions offering each of 27 subdivisions of the field follows:²²

* Accounting.....	38	Insurance.....	30
* Money and banking.....	37	* Advanced theory.....	29
* Business Finance.....	37	Advertising and selling.....	29
* Business Organization.....	36	* Risk.....	27
General Marketing.....	36	Personnel Administration.....	27
Business Law.....	36	Production.....	23
Statistics.....	36	Public Utilities.....	22
Elementary Economics.....	35	Trusts.....	18
Labor.....	33	Land and Real Estate.....	18
Foreign Trade.....	33	Social Reform.....	17
Transportation and traffic.....	33	* Social Control.....	14
Geography.....	31	International Relations.....	12
Government finance.....	30	Problems (in economics).....	8
Economic History.....	30		

An idealized conception of the significance of providing a broad liberal and professional training for business is met in the now classic statement that "properly understood, business falls little short of being as broad and as inclusive as life itself in its motives, aspirations and social obligations. It falls little short of being as broad as all science in its technique. The training of men and

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21. L. C. Marshall. The Collegiate School of Business, p. 146. Chicago: University of Chicago Press, 1926.
22. Frances Ruml. A Report on Existing Curriculum Offerings Made by the Commission on Correlation of Secondary and Collegiate Education with Particular Reference to Business Education, p. 253. Journal of Business of the University of Chicago, 1928.

women who look forward to positions of management and to specialized tasks in modern business must, therefore, have breadth and depth comparable to those of the problems with which they will deal."²³ A recent analysis as to the means by which a broad and liberal education may best be supplemented by strictly professional commerce training is that the student should be given

(a) an appreciation of the physical and social environment of modern business; (b) an appreciation of basic subject matter: accounting, statistics, business history, business psychology, business communication, economic theory, law; which prepare him for the advanced study of methods and problems of management; (c) an intensive analysis of methods and problems of management in the fields of finance, marketing, personnel, production, and traffic and transportation; (d) specialized knowledge and training in a field of concentration. (24)

This is accepted by the writer as an ideal program for a professional school of business administration and as an adequate basis upon which to undertake a selection of portions especially suited for a short service course for use in an affiliated school of social work.

Curricular Preliminaries

While from the viewpoint of ideal training for any position of responsibility involving business administration techniques, professional business education should be outlined

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23. University of Chicago. Announcements of the Graduate School of Commerce and Administration. Vol. XXX, No. 24, May, 1930, p. 5.
 24. Spencer, op. cit., p. 3.

in years instead of courses, consideration of the pressure of social work techniques for the time of a student in that school compels an assumption of a relatively short service course or courses in business subject matter. The selection of curriculum content and the guide to teaching materials presented below are prepared for a course for which not more than three majors credit would be given at the University of Chicago. Such time requirements are only one-sixth of that taken by senior college Commerce and Administration students, and in the judgment of the writer is none too long to cover the field of business administration even in a condensed service course for those primarily interested in another field. However, the materials presented are adaptable to courses of different length, either by varying the amount of requirements in the exploration of the teaching materials indexed, or by leaving certain sections such as "Executive Service in Coöperation with other Agencies and Social Controls" for treatment in other social service administration courses, such as Community Organization.

It is necessary to plan such curriculum materials for a first presentation although, ideally, beginning courses in accounting, statistics, and industrial organization of society should be prerequisites, inasmuch as the training is to be presented within the School of Social Service Administration. A mere assembly of separate units of work given in the School of Commerce and Administration would be inadequate. Consequently, the writer has attempted to construct

an integrated "curriculum" serving the ends of social work students by eliminating irrelevant materials from the usual commerce and administration courses, by inclusion of teaching material in the form of cases, problems, and discussions of business problems of social agencies themselves, and by arrangement of such materials in a sequence conforming to the natural relationships of business activities of social agencies and institutions.

A difficult decision is involved in determining whether to limit the content to the field of private social work. There is a distinct tendency among schools training for professional social work to give scant attention to public welfare administration.²⁵ In fact, however, private agencies appear to gravitate from governmental authorization to supervision and eventually to governmental operation.²⁶ The enormous volume of service and financial expenditures involved in public welfare work affords reason for considering such problems as personnel administration and purchasing as a minimum. However, in the course described it was the practice of the writer to include materials primarily from the private field, taking from the experience of public welfare departments and institutions only a sampling of such material as is ordinarily considered proper subject matter in schools of commerce, thereby omitting all material

25. Walker, op. cit., p. 137.

26. Richard C. Cabot. International Conference of Social Work, Proceedings, p. 542. Paris, 1928.

requiring treatment from the viewpoint of government administration, since the institution for which the course was prepared is already provided with training facilities in public welfare and governmental administration which are outstanding in that field.

The level upon which the instructional materials are to be presented also deserves consideration. The member schools of the Association of Schools for Professional Social Work are undergraduate in ten cases, graduate schools in eleven instances, while fourteen are classified as both undergraduate and graduate schools. A study by the writer reveals that of 33 courses strictly comparable to the one in question, 18 are offered at the graduate level, 4 at either the senior or graduate level, 3 in the senior year, 6 at any undergraduate level, and 2 at an unspecified level. Including all courses which include any business administration material, however slight, only 19 of a total of 95 are strictly undergraduate courses. Content and method of instruction are affected somewhat by the decision reached to construct the present course for use at the graduate level.²⁷ However, from its very nature as a first presentation it must be largely a condensation and rearrangement of material ordinarily presented without discrimination to both undergraduates and graduates in schools of commerce and administration. Consequently, the feasibility of using the material

27. Tufts, op. cit., p. 171.

at either level should be noted. This can be facilitated by following the modern teaching method of selecting and adapting material to the special needs of individuals within the class in any given quarter.²⁸

A final decision essential as a basis for selection of the course content relates to the type of employee which it is proposed to train. The leading schools of business administration at the University of Chicago, Harvard University, and Stanford University undertake "to provide basic training for men and women who look forward to positions of management."²⁹ It is significant that they do not profess to train executives as such. In the statements of these schools there is, however, a distinct implication that instead of routine or technical detail, emphasis is to be laid on fundamental principles of executive policy and action.³⁰ Yet it is the judgment of the writer that it is neither necessary nor desirable for the purposes of the course to assume the viewpoint of one particular executive such as the executive secretary, who is analogous to the president of a business concern. Problems of accounting, publicity, purchasing, finance, and personnel administration may confront

28. Dean A. Worcester. Some Applications of Modern Methods of Curriculum Building to a First Course in Educational Psychology, p. 8. Doctoral Dissertation, Ohio State University, 1927.

29. Spencer, op. cit., p. 3.

30. Esty Foster. A Case Study in Curriculum Making in the Harvard Graduate School of Business Administration, p. 141. Eastern Commercial Teachers' Association. Second Year-book, 1929.

sub-executives and supervisors as well as the chief executive, though naturally in less degree and frequency. Since students may eventually fill any one of a variety of positions it is fortunate that much of the material can be presented in form suitable for the needs of any social agency employee concerned. In many of the smaller agencies the chief executive may serve in several capacities, and since certain of the major problems confronting such agencies are dealt with exclusively by the head of the organization, the chief executive is emphasized more than any other.

Analysis of Business Administration Activities and Problems of Social Agencies, as a Basis for Curriculum Construction.

The foregoing curricular problems having been resolved to workable conclusions, the materials for instructional use can be selected. Both logical and pedagogical requirements indicate that materials should be selected on a basis of "felt needs" or problems.³¹ The choice of materials to illustrate both problems and technique is accordingly determined by the purpose of education in general which "is to train students....by making available for them....the best experience of others who have been specialists in the

31. Frank M. McMurtry, quoted in P. F. Voelker: The Function of Ideals and Attitudes in Social Education, p. 33. Doctoral Dissertation, Columbia University, 1920.

consideration of the problems with which they will be confronted."³² The writer accepts this functional approach as the most practicable method of selecting materials adapted to the end of providing a reasonably adequate vocational training in business administration subject matter, within the limitations imposed by the nature of the course and its place within the social service administration curriculum. The tasks or functions of a business manager were compactly expressed in the quotation on page 13. For a short service course only some of these functions can be selected. Criteria used for determining whether a particular activity should be included are: pervasiveness of the function within the field concerned, importance of the work, suitability for university instruction as contrasted with "learning on the job," and the availability of adequate teaching material.³³

In an effort to develop judgment adequate for thus appraising the recognized functions generally considered as inherent in the work of business managers, two years were devoted by the writer to orientation in the work of social agency executives, in the process of which there was accumulated and prepared a mimeographed volume of case materials

32. Forest Kingsbury, Florence Richardson and E. S. Robinson. Unpublished Manuscript. University of Chicago.

33. L. C. Marshall. The Collegiate School of Business, pp. 155-157. Chicago: University of Chicago Press, 1926.

W. W. Charters, A. B. Limon, and Leon M. Monell, Basic Material for a Pharmaceutical Curriculum, pp. 350-352. New York: McGraw Hill Book Co., 1927.

and cuttings taken and / or adapted from agencies themselves and from the literature of both that field and the field of commerce and administration. This material was organized as a multiple-major unit of instruction in the light of the functional approach characteristic of the School of Commerce and Administration, and of the special needs discovered in the social work field. Instruction was provided by the writer in this course for two years, and in the same or somewhat altered form it has continued in use in two institutions to the present time.

At the time of relinquishing the course the writer stated his conception of the functional problems or relationships of the social agency's executives to be concerned with their

1. Relationship to the field of social work, involving a decision as to entrance into the profession in the light of the purpose, nature, and extent of social work, and the opportunities within the field of rendering service and securing a suitable status and financial remuneration
2. Relationship to the organization of the social forces and institutions of the community, which involves the adjustment, through coöperation, of the agency to the demands of social-environment control.
3. Relationship to the agency, functional and structural, involving considerations of organization both for legal control and for internal control.

4. Relationship to the social service rendered by the agency, its raison d'être, involving delegation of responsibility and executive control.
5. Relationship to the subordinate personnel, involving the securing and maintenance of an efficient and loyal working force.
6. Relationship to physical equipment, materials, and supplies, involving problems of location, layout of office, purchasing, and storage.
7. Relationship to finance and accounting, involving a series of problems most important of which are the solicitation of funds and the accounting (through financial reports) for their use.
8. Relationship to publicity, involving its effective and ethical use both in the securing of funds and in the education of the community as to the goals toward which the agency is striving, and
9. Relationship to the function of executive control, involving the organization for control purposes, and the inspiration and coördination of the activities of the agency personnel.

The writer's present analysis of business administration activities and problems confronting social agency executives are presented below in outline form. Attention may be directed to the entire avoidance of incorporating the complete content of any commerce and administration

course, to the practical exclusion of several divisions of the commerce field, and to the integration with the commerce materials of numerous subdivisions and one major division (community and associational coöperation) peculiar to the nature and needs of business activity in the field of social work. The necessary spatial limits of this report preclude a detailed expository justification of this functional analysis. The outline should be examined in detail as to content (or negatively as to materials omitted) and as to suitability of the sequence for instructional purposes. Supplementing the topical outline as an indication of the writer's conclusions as to curriculum content, is the extensive and functionally classified guide to the varied and widely scattered literature of the social work field available for use in such a business administration course. This guide also includes more rigorously selected references to commerce and administration texts and materials covering all phases of the course, chosen either for (a) suitability for presentation to mature students undergoing a rapid and condensed course, or for (b) utility as a reference in the offices of social agencies. Incidentally it is believed that the guide is complete to April, 1931, and that it is the most comprehensive and complete index to materials necessary for instruction in such work ever compiled.

ANALYSIS OF BUSINESS ADMINISTRATION ACTIVITIES AND PROBLEMS CONFRONTING SOCIAL AGENCY EXECUTIVES: OUTLINE OF THE COURSE

I. The Place of Business Activities in the Field of Social Work.

A. Classification of social agencies.

1. As to sponsorship.
2. As to the *raison d'etre*.
3. As to scope, territorial and functional.

B. Volume of business activities involved.

C. Analysis of social agency business administration.

1. Personnel: Executive and sub-executive positions commonly found.
2. Functions: Types of business activities essential for social agencies.
 - (a) Personnel administration.
 - (b) Procurement and maintenance of the physical basis of social service.
 - (c) Finance and financial publicity.
 - (d) Executive Management.
 - (e) Executive Representation in the Field.

II. Business Administration through Personnel.

A. The personnel situation.

1. Problems peculiar to social work field.
2. Difficulties of personnel administration.

B. Administration of personnel.

1. Securing and maintaining an adequate supply.

- (a) Sources for recruiting.
- (b) Job analyses and specifications.
- (c) The personnel budget.
- (d) Methods of selection.
- (e) Training and supervision.
- (f) Promotion and transfer.

2. Relations of the worker to the work.

- (a) Physical working conditions.
- (b) Hours; fatigue.
- (c) Regularity of employment.
- (d) Vacations.

3. Financial and non-financial incentives.

- (a) Salary considerations.
- (b) Insurance.
- (c) Representation in policy and directive activities.

III. Procurement and Maintenance of the Physical Basis of Social Service Operations.

A. Procurement of building or space facilities.

- 1. Relation to operating requirements.
- 2. Business problems and practices concerning real estate.
- 3. Legal requirements for protection.
- 4. Joint office arrangements of social agencies.

B. Procurement of equipment and supplies.

- 1. The work of the purchasing agent.
- 2. Procedures for business-like purchasing.
- 3. The purchases budget.
- 4. Purchasing policy.

- (a) Ethical and legal problems.
- (b) Business judgment.

C. Maintenance, storage, and issuance of equipment, materials, and supplies.

- 1. Problems of maintenance and upkeep.
- 2. Storage arrangements and working conditions.
- 3. Issuance procedures.
- 4. Physical and accounting control of inventories.

IV. Accounting Within the Agency.

A. Functions of accounting.

- 1. Proof of integrity.
- 2. Aid to intelligent managerial judgment.

(a) Appraisal of business activities.

- 1) Property used.
- 2) Personnel employed.
- 3) Financial operations

- a. Source of funds, and cost of procurement.
- b. Cash position.

(b) Appraisal of service activities.

3. Basis for financial campaigns and for educational publicity.

B. Use of accounting statements.

1. Requisites of reports.

2. Property reports.

(a) Balance sheet.

(b) Fund reports.

(c) Statement of resources and their application.

3. Reports of operations.

(a) Cash receipts and expenditures.

(b) Income and expense statement.

(c) Cost analyses.

1) Types of costing.

2) Cases: applicability.

(d) Non-financial reports.

1) Statistical.

2) Informal.

C. The accounting process.

1. Accounting equipment and materials.

2. Relation to organization and service activities: classification of accounts.

3. Theory of debit and credit.

4. Mechanics of accounting process.

5. Summarization: statement preparation.

6. Special features of costing procedure.

D. Special problems of social agency accounting.

1. Accounting personnel.

2. Lack of uniformity.

3. Differentiated responsibility: community chests.

4. Non-financial records.

5. Special problems of valuation.

V. Financial Problems and Techniques: Individual and Joint-Control.

A. Distinctive features of social agency finance.

1. Compared with corporation finance.
2. Agency financial problems.

B. Responsibility for financing.

1. Within the agency.

(a) Private.

- 1) Financial secretary.
- 2) Executive secretary.
- 3) Board.

(b) Public: Finance department of government unit.

2. External agencies available.

- (a) National headquarters.
- (b) Commercial campaigners.
- (c) Functional financial alliances.
- (d) Community chests.

C. Bases of support.

1. Earnings from operations.
2. The government.

- (a) Taxation.
- (b) Subsidies.

3. Contributions.

(a) For permanent support, or capital.

- 1) Endowment.
- 2) Specific, as for buildings.

(b) For current operations.

- 1) Foundations.
- 2) Fraternal or other affiliates.
- 3) Corporations.
- 4) General public.

D. The financial budget.

1. Relation to operations program.
2. Distinctive problems.

- (a) Content: current vs. capital financing.
- (b) Significance of the period.
- (c) Form.

- 1) Cash budget.
- 2) Financial statements forecast.

3. The financial program.

E. Securing funds.

1. Endorsement as a permit.
2. Methods.

- (a) Otherwise than by "drives".
- (b) Financial campaigns.

- 1) Auspices.
- 2) Organization and direction of soliciting personnel.
- 3) Design and use of drive procedures and forms.

F. Treasurership.

1. Receipt of funds.

- (a) During a "drive".
- (b) Regularly.

- 1) Requisitions on financial federations or government departments of finance.

2. Protection of funds.

- (a) Bank deposit method.
- (b) Bonding cashiers.

3. Disbursement.

- (a) Bank check method.
- (b) Internal safeguards.

4. Investment.

(a) Capital funds; endowments.

- 1) Business judgment.
- 2) Legal requirements.

(b) Current funds.

- 1) Commercial and savings bank terms.
- 2) Realizable securities.

5. Maintenance of capital; insurance.

(a) Policies available.

(b) Relationships with insurance.

- 1) Business custom and practice.
- 2) Legal rules.

G. The professional audit.

1. Purposes.

- (a) Independent inspection; proof of honesty.
- (b) Management counsel with particular reference to records, reports, and standards.
- (c) Factual foundation for financial advertising and educational publicity.

2. The relation of client and professional accountant.

- (a) Types and scope of public accounting service available.
- (b) The engagement.

- 1) As a donation versus the professional business transaction.
- 2) The contract and instructions.

(c) Cooperation during the audit.

3. The audit report and certificate.

VI. Publicity and Advertising.

A. Characteristics of social agency "advertising".

1. Merging finance and sales objectives and techniques.
2. Problems of "advertising" a social agency.

B. Financial advertising.

1. Responsibility.
2. Integration with financial campaign or program.
3. Appeals.
 - (a) Criteria.
 - (b) Cases.
4. Forms and mediums available.
5. Advertising technique.
 - (a) Layout.
 - (b) Copy.
 - (c) Illustration.

C. Educational publicity.

1. Distinctive appeals, mediums, and forms.
2. "Teaching process".
3. Integration with the *raison d'etre* of the agency.
4. Pervasiveness of responsibility.

VII. Managerial Activities of the Executive.

A. Nature of management.

B. Managerial activities.

1. Policy formation.
 - (a) Types and scope of policies.
 - (b) Utility in management.
2. Organization.
 - (a) Legal structure.
 - (b) Managerial organization.
 - 1) The process; the machine concept.
 - a. Departmentation: determination of tasks, analysis and sub-division of tasks, and

synthesis.

- b. Delegation of authority and fixing of responsibility.
- c. Relating physical equipment to personnel.

- 2) Organization graphs: functions to be performed, authority and responsibility, and flow of work.

- a. Manuals.

- 3) Tests of the effectiveness of the organization, applied in the light of commonly accepted principles of organization.

3. Guidance of operations.

(a) Direction: planning and issuance of orders and instructions.

- 1) Relation of policies to direction.
- 2) Devices: standard methods and practices, orders and written instructions, budgets.

(b) Supervision: insurance of adherence to direction.

- 1) Inspection of performance in the light of direction.
- 2) Criticism and corrections within the limits of direction.
- 3) Chief teacher and disciplinarian of management.

(c) Control: appraisal--what has been done, effectiveness of accomplishment, and how improvements can be made.

- 1) Activities: recording of results, measuring and evaluating results, and forecasting results.
- 2) Devices: standards of performance, records of results; statistical analysis; differential analysis; budgets, etc.

(d) Representation: within the agency.

C. The Executive himself.

VIII. Executive Services in Cooperation with Other Social Agencies and Controls.

- A. Utilization of service institutions, including affiliated individual social agencies.
 - (1) Aids in financing.
 - (2) Aids in publicity.
 - (3) Aids in inspection.
 - (4) Aids in operations carried on jointly.
- B. Representation in associational control boards and conferences.
 - (1) Central councils of social agencies.
 - (2) Regional functional associations.
 - (3) Conferences.
- C. Adjustment to social control from outside the field of social work.
 - (1) Representatives of givers: chambers of commerce and foundations.
 - (2) The press.
 - (3) University research and training institutions.
 - (4) The government.

Evaluation of the Selection of Course Content: Business Field

As a standard with which to compare the selection of business materials deemed essential by the writer for his purposes, the offerings of collegiate schools of business may be suggested. Reference to the list of courses offered by school members of the American Association of Collegiate Schools of Business (page 12 above) indicates clearly the large number of separate instructional units available: (27 subdivisions of the field). Moreover there is a striking variation in the frequency with which these particular subjects are provided, Accounting being offered by 38 schools, while Problems of Economics is found in only 8. Ranking the courses in this manner it would appear that such schools regard the divisions of the outline of the present course as follows, (note asterisks): Accounting, Finance, and Business Organization are of major importance; Advertising and Personnel Administration of medium value; while Social Control represented in our outline by "Executive Services in Coöperation with Other Social Agencies and Controls" is of least significance. This ranking is confirmed by the most recent survey of university education for business.³⁴

A standard of more worth in considering the choices made is that of requirements for graduation. Table I summarizes the prevailing official rulings as to the absolute minimum of business subjects required in undergraduate

34. Bossard and Dewhurst, op. cit., p. 290.

TABLE I^a

FREQUENCY WITH WHICH GIVEN SUBJECTS ARE REQUIRED
IN COLLEGIATE SCHOOLS OF BUSINESS

Field	Number of Institutions
I. Required in all or practically all institutions:	
English.....	34
Elementary economic theory.....	34
Accounting.....	34*
*Law.....	31
II. Required in a range of 11 to 24 institutions:	
Financial organization.....	24
Foreign language.....	19
Mathematics.....	19
History.....	19
Manager's administration of finance.....	19
Statistics.....	19
*Markets.....	18
Physical environment.....	16'
Science.....	15
Government.....	12
General business organization.....	12
*Psychology.....	15
III. Required in fewer than 10 institutions:	
Social control.....	6
Advanced economic theory.....	6
Labor.....	6
Personnel.....	2
*Risk.....	3
*Production.....	3
Social science.....	9
Thesis.....	8
Public Finance.....	4
Business policy.....	2
Philosophy.....	2
Bible, railways, transportation, public utilities, advertising*, speech, economic reform, office appli- ances*, and credits and collections,* each.....	1

^aAdapted from L.S. Lyon, Education for Business, p. 347.
Table XXX. Chicago: University of Chicago Press, to be published 1931.

institutions, during at least two years senior college work. By this test Accounting, Finance, Business Organization, and Advertising retain their relative positions, while Coöperation-Social Control and Personnel are given a higher standing than before.³⁵

A still better test of our materials is found in the composite opinion of 292 deans and faculty members in 75 business schools of college rank,³⁶ as to what graduation requirements ought to be. Limiting our consideration to technical business subject-matter, the following ranking is secured: Accounting, Manager's Administration of Finance; Risk Administration; Personnel Administration; Administration of Production; Market Administration; and (adjustment to) Social Control. Assuming that the "Physical Basis of Social Service Operations" including Purchasing is most comparable to "Administration of Production," we find that the subject matter divisions of the course in question are by this advanced test rated approximately as before as in the case of the leaders, Accounting, and Finance, while the "Physical Basis," Personnel Administration, Advertising, and Executive Activities Relating to External Social Control, are all given increased recognition with the net effect of bringing the complete list of our course into general and more nearly

35. L. C. Marshall. The Curriculum of the American Collegiate School of Business, pp. 85-86. Eastern Commercial Teachers Association. Second Year Book, 1929.

36. Ibid., p. 87.

uniform acceptance. While the titles covered in the survey of both actual practice and faculty opinion do not lend themselves to a direct appraisal of our section "Managerial Activities of the Executive" it is evident that the same content is presented piecemeal in separate courses concerned with administration, production, risk, the market, finance, and personnel, so that the high place accorded such subject matter in our course is, in fact, confirmed by the composite judgment of the "leaders" in business education.³⁷

The writer takes special interest in the essential agreement of the selection of subject matter made almost a decade ago, with the composite expression of the ideals of present university instructors of business materials on the one hand, and on the other hand with the "basic elements of the business curriculum," as interpreted by "the Chicago School," with which the writer has been identified. To make this clear these basic elements are quoted below, from the current Announcement, with asterisks inserted to indicate those portions of this broad list of functional divisions for which provision was made in the short course designed for training social service workers in business administration.³⁸

37. Bossard and Dewhurst, op. cit., pp. 321-32.

38. University of Chicago. Announcements: The School of Commerce and Administration. Vol. XXX, No. 4, p. 7. September, 1929.

CONTROL

1. Communicating Aids of Control, for example
 - a) English
 - b) Foreign Language
 - c) Shorthand and Typewriting (for secretarial students)
 2. Measuring Aids of Control, for example
 - a) Mathematics
 - b) Statistics and Accounting*
 3. Standards and Practices of Control
 - a) Psychology
 - b) Organization Policies and Methods*
- Of Problems of Adjustment to Physical Environment
- a) The Earth Sciences
 - b) The Manager's Relationships to These
- Of Problems of Technology
- a) Physics and Other Sciences as Appropriate
 - b) The Manager's Administration of Production*
- Of Problems of Finance
- a) The Financial Organization of Society
 - b) The Manager's Administration of Finance*
- Of Problems Connected with the Market
- a) Market Functions and Market Structure
 - b) The Manager's Administration of Marketing*
- Of Problems Connected with Transportation and Traffic
- a) Transportation and Communication in the Economic Order
 - b) The Manager's Administration of Traffic
- Of Problems of Risk and Risk-Bearing
- a) The Risk Aspects of the Economic Order
 - b) The Manager's Administration of Risk-Bearing*
- Of Problems of Personnel
- a) The Position of the Worker in the Economic Order
 - b) The Manager's Administration of Personnel*
- Of Problems of Adjustment to Social Environment
- a) Historical Background
 - b) Socio-Economic Institutional Life*
 - c) Business Law and Government*

Analyzing negatively, the numerous omissions of such "basic" material from the course in question are explicable on various grounds. Much of this basic curriculum is provided for, in the education of a social service student, before he encounters this specialized course seeking to orient him in the ways of the business world. Examples are: English and foreign language; mathematics; the earth sciences;

physical sciences; the historical background. Statistics and psychology are typically available in separate courses running concurrently with the present course. Certain other sections are not applicable in the work of social service agencies. Notable examples are: Traffic Management, and Problems of Technology; shorthand and typewriting are not appropriate for meeting the objectives of the course. The portions "starred," indicating their selection, are not all equally useful--the approximate emphasis given to the fields represented being in the following order: Personnel Administration; Organization Policies and Methods; Accounting; Administration of Finance; Market Administration (Advertising); Administration of Production (purchasing and materials control); Business Law and Government; and Risk-Bearing (insurance).

Evaluation by Reference to the Social Work Field

Through more than two years the writer sought to learn the needs for business training in the social work field, by direct and indirect reference to social agencies themselves and their executives. Continual correspondence and conference were supplemented by personal and directed study of published and unpublished "literature" of the field. A bibliography of some 2000 titles was assembled, much of it being case material made available by the necessity for educational publicity by individual agencies, as well as

associations. As an illustration of the influence of much of the literature mention may be made of a pamphlet issued by the Association of family welfare agencies explaining its work.³⁸

In it a two months analysis of incoming mail was presented, indicating that 95 of the 127 major letters received were concerned with matters dealt with in our course, as follows: 36 inquiries for recommendation of personnel; 23 requests for aid in organizing a local agency; 12 petitions for surveys of agencies of the community; 10 requests for advice concerning affiliation with community chests, 10 requests for helping in promoting and organizing a central council of agencies; 3 requests for help in planning a local publicity campaign, and 1 consultation as to relationship to a charities endorsements bureau. The same organization has more recently analyzed its principal activities as follows:³⁹ "(1) Direct Field Service (2) State and Inter-City Conferences (3) Correspondence (4) Publications (5) Personnel Work (6) Publicity Advice and Material (7) Committee Service (8) Relations with Other National Agencies (10) Statistical and Information Service (11) Directory Service." Such illustrations could be multiplied by case descriptions of agency operations,⁴⁰ providing similar evidence. That

38. American Association for Organizing Family Social Work. What it is and Why. New York: 1922.

39. American Association for Organizing Family Social Work. Annual Report. Quarterly Bulletin. December, 1926.

40. Elwood Street. "Starting from Scratch," Survey. LXII, 147-149. April 15, 1929.

findings in the literature are not to be expected to yield a uniform list of functions, however, may be illustrated by comparing the family society list with the conclusions of Job following a study of institutional administration. He concludes that the principal business functions are those of internal organization; operation of the physical plant; provision and maintenance of equipment; purchasing and storage; and financial accounting.⁴¹

Pronouncement of standards for social agency administration in the private field are relatively rare, consequently special value attaches to a committee report, adopted by representatives of 20 community chests, 13 national agencies, and 38 local or state agencies, at the Third Annual Institute for Social Work Executives at Blue Ridge North Carolina.⁴²

In brief, it was agreed that proper functions of a local community social work federation are: (a) to promote coöperation among constituent social institutions, agencies, and forces (b) the discovery and appraisal of community needs (c) building public support by means of financial and educational publicity, and (d) budget allocation of available funds for social work. The executives of the Community

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41. L. B. Job. Business Management of Institutional Homes for Children, p. 6. Doctoral Dissertation, New York: Columbia University, 1926.
 42. Association of Community Chests and Councils. Report of the Committee on Community Chest Standards. News Bulletin. November 15, 1929.

Chest were charged with the responsibility for policy formation; good administration; sound accounting and auditing; budgeting of service operations; educational publicity; financial advertising; and long term research. No comment is necessary as to the need for the content of the business subject-matter preparation for those contemplating entering community chest work.

The annual sessions of the National Conference of Social Work provides an opportunity for consideration of professional and technical difficulties of all types of social work enterprises of the United States. The nature of the topics chosen for discussion would seem to provide a significant indication of the judgment of leaders in the field as to what matters are of most importance, or of such difficulty as to require consultation with colleagues. In attempting to determine a "Definition of Social Work" Alice Cheyney analyzed the topics considered during the three year period, 1918-1920.⁴³ Since this period was approximately that intensively studied by the writer as a basis for formulating the course of study under consideration, it seemed appropriate to attempt to determine whether the interests of social workers in business subject matter has altered during the intervening years. Since 1930 was a year of depression

43. Alice Cheyney. A Definition of Social Work, pp. 27-32. Doctoral Dissertation. University of Pennsylvania, 1923.

with consequent serious effect upon problems of social agencies, the three year period 1927-1929 was chosen for the comparison, since both represent an approximately similar stage of the cycle as it relates to social work activities. It was found that 19.6% of all topics discussed in the earlier period were suitable for consideration in our course, while during the later period 23.5% of the discussion was of such a nature.

Table II indicates the relative interest at the present time in the various subject matter divisions of our course, and also the extent to which this represents a change from that of the earlier period. While the number of topical discussions are too few to justify dogmatic generalization, and in spite of the necessity for slightly modifying Cheyney's classification to fit the new purpose, some validity may be assumed for the conclusion that three business functions were of special concern to social workers during the more recent period. These are the executive's function of representation of his agency among associational and governmental control organizations; his activities as the head and guide of his own agency, involving problems of organization policy formation and management; and finally, the task of creating and maintaining an adequate personnel force. These represent an increase of interest in the case of Personnel Administration, but merely a continuing interest in the case of the other functions named. The function of

TABLE II

ANALYSIS OF BUSINESS MANAGERIAL FUNCTIONS DISCUSSED
AT THE NATIONAL CONFERENCE OF SOCIAL WORK DURING TWO
THREE-YEAR PERIODS

Managerial Functions	Number and Percentage of All Topics Dealing With Social Agency Business Activities			
	Total for Period 1918, 1919, 1920		Total for Period 1927, 1928, 1929	
	No.	Per Cent	No.	Per Cent
Personnel	2	4.25	16	24.61
Purchasing	0	--	1	1.53
Records - Accounting	0	--	2	3.07
Finance	5	10.63	4	6.15
Publicity	9	19.14	7	10.76
Executive Control (in- cluding organization)	18	38.29	17	26.15
Social Control -- Cooperative Activities	13	27.65	18	27.69
	Total	99.96		99.96

providing and maintaining a suitable Physical Basis for Operations, particularly by efficient purchasing, and the task of securing accurate and useful records, both are given some increased recognition. A final mention may be made of the fact that such discussion of these two subject matter fields places the National Conference on record as favoring the study and discussion of all the sections of business subject matter included in our course of study.

A study was made by the writer of the prevalence of training comparable to that intended by our course, among the schools of social work, and also of the nature of such courses as compared with the Chicago course taken as a standard. Twenty-nine institutions which are members of the Association of Professional Schools for Social Work, and six non-members were studied. The findings are presented in Tables IV-IX inclusive. Such instruction was found to be given in courses of three separate groups as to content (See Table III): Group (a) those presenting business material in a purely incidental fashion in connection with subject matter of essentially different nature (Tables VI and IX), Group (b) those which are constructed at the other extreme as to specialization, devoting an entire course to a single subject matter unit, such as is typically considered the province of schools of commerce and administration (Tables V and VIII), and (c) those quite similar in content to our "standard," the "first" comprehensive course of study, organized

TABLE III

SOCIAL WORK COURSES "IN" BUSINESS ADMINISTRATION,
 Classified as to Membership in Association of Schools for Professional Social Work,
 and Classified as to Status Respecting Requirement of Course
 ("Current" offerings of 36 collegiate or graduate institutions)

Status of course: required versus elective	Mem- ber	Non- mem- ber	Tot- al	Mem- ber	Non- mem- ber	Tot- al	Total Groups I & II	Mem- ber	Non- mem- ber	Tot- al	GRAND TOTAL
Required in specialized fields In a sequence one part or another of which is required	13	1	14	2	1	3	17	18	3	21	38
	3	0	3	4	0	4	7	5	0	5	12
	1	0	1	0	4	4	5	1	5	6	13
	<u>12</u>	<u>3</u>	<u>15</u>	<u>6</u>	<u>0</u>	<u>6</u>	<u>21</u>	<u>8</u>	<u>5</u>	<u>13</u>	<u>34</u>
Elective	<u>29</u>	<u>4</u>	<u>33</u>	<u>12</u>	<u>5</u>	<u>17</u>	<u>50</u>	<u>32</u>	<u>13</u>	<u>45</u>	<u>95</u>

TABLE IV

PRESENT COURSES OF SAME TYPE, COMPARED WITH
 "STANDARD COURSE" AS TO CURRICULUM CONTENT
 ("Current" offerings of 24 collegiate or
 graduate institutions)

Status of schools as to membership in Association of Schools of Professional Social Work	Personnel	Purchasing Maintenance	Accounting	Finance	Publicity	Organization	Executive Control	Cooperation
(Member schools) Courses comparable to standard course (20 colleges and universities with 29 courses) show:	19	3	20	22	15	28	22	18
(Non-member schools) Courses comparable to standard course (Four schools offering four courses) show:	3	1	1	4	2	4	3	4
(All schools combined) (24 schools offering 33 courses)	22	4	21	26	17	32	25	22

TABLE V

SECTIONS OF "STANDARD COURSE" FOR WHICH SPECIAL COURSES ARE PROVIDED
 ("Current" offerings of 8 collegiate or graduate institutions)

Status of schools as to membership in Association of Schools of Professional Social Work	Personnel	Purchasing Maintenance	Accounting	Finance	Publicity	Organization	Executive Control	Cooperation
(Member schools) Courses specializing in one or two special parts of the standard course (6 colleges or universities offering 12 courses) show:	2	0	3	3	3	4	3	3
(Non-member schools) Courses specializing in one or two special parts of the standard course (2 schools offering 5 courses) show:	1	0	3	3	1	1	2	0
(All schools combined) (8 schools offering 17 courses)	3	0	6	6	4	5	5	3

TABLE VI

SECTIONS OF "STANDARD COURSE" TREATED INCIDENTALLY
IN NON-BUSINESS ADMINISTRATION COURSES
("Current" offerings of 22 collegiate
or graduate institutions)

Status of schools as to membership in Association of Schools for Professional Social Work	Per-son-nel	Purchas-ing Main-tenance	Ac-count-ing	Fi-nance	Publi-city	Organ-iza-tion	Exec-utive Con-trol	Coop-era-tion
(Member schools) Courses in which are found one or more parts of the standard course. No specialization on these parts (15 colleges or universities offering 32 courses) show:	0	0	2	9	1	20	10	16
(Non-member schools) Courses in which are found one or more parts of the standard course. No specialization on these parts (7 schools offering 13 courses) show:	1	1	1	3	2	9	6	7
(All schools combined) (22 schools; 45 courses)	1	1	3	12	3	29	16	23

TABLE VII

COURSES COMPARABLE TO "STANDARD COURSE," CLASSIFIED AS TO:
 Level at which Taken: Inclusion of Public Welfare,
 and Opportunity for Field Work
 ("Current" offerings of 24 collegiate or graduate institutions)

Status of schools as to membership in Association of Schools for Professional Social Work	Level at which course is to No. be taken of courses	Includes public welfare	Opportun- ity for field work
(Member schools)	1		
Courses comparable to standard course	3		
(20 colleges and universities with 29 courses) show read- ing across:	4		
	16	Yes 8	Yes 19
	2	No 21	No 10
	<u>29</u>	<u>29</u>	<u>29</u>
(Non-member schools)	1		
Courses comparable to standard courses	1	Yes 1	Yes 4
(Four schools; four courses) show:	2	No 3	No 0
	<u>4</u>	<u>4</u>	<u>4</u>
(All schools combined)	2		
(24 schools; 33 courses)	3		
	1		
	3		
	4		
	18	Yes 9	Yes 23
	2	No 24	No 10
	<u>33</u>	<u>33</u>	<u>33</u>

TABLE VIII

COURSES SPECIALIZING IN ONE OR TWO PARTS OF STANDARD COURSE, CLASSIFIED AS TO:
 Level at which Taken; Inclusion of Public Welfare; and
 Opportunity for Field Work
 ("Current" offerings of 8 collegiate or graduate institutions)

Status of schools as to membership in Association of Schools for Professional Social Work	Level at which course is to be taken	No. of courses	Includes public welfare	Opportun- ity for field work
(Member schools)				
Courses specializing in one or two special parts of the stand- ard course (6 colleges or universities offering 12 courses) show:	4th or Graduate	3	Yes 1	Yes 11
	Graduate	5	No 11	No 1
		<u>12</u>		<u>12</u>
(Non-member schools)	Graduate	5	Yes 0	Yes 0
Courses dealing with one or two special parts of the stand- ard course (2 schools offering 5 courses) show:		<u>5</u>	No 5	No 5
(All schools combined)	4th or Graduate	3	Yes 1	Yes 11
(8 schools; 17 courses)	Graduate	10	No 16	No 6
	Any level	<u>4</u>		<u>17</u>
		<u>17</u>		<u>17</u>

TABLE IX

SOCIAL WORK COURSES TREATING BUSINESS ADMINISTRATION MATERIAL INCIDENTALLY:
 Classified as to Level at which Taken; Inclusion of Public
 Welfare; and Opportunity for Field Work
 ("Current" offerings of 22 collegiate or graduate institutions)

Status of schools as to membership in Association of Schools for Professional Social Work	Level at which course is to be taken	No. of courses	Includes public welfare		Opportunity for field work	
(Member schools)	1st year	1	Yes	10	Yes	26
Courses in which are found one or more parts of the standard course. No specialization on these parts (15 colleges or universities offering 32 courses) show:	2nd	1	No	22	No	6
	3rd	1				
	3rd or 4th	1				
	3rd, 4th or Grad.	2				
	4th	6				
	4th and Graduate	2				
	Graduate	15				
	Any level	3				
		<u>32</u>				<u>32</u>
(Non-member schools)	4th and Graduate	2	Yes	0	Yes	4
Courses in which are found one or more parts of the standard course. No specialization on these parts (7 schools offering 13 courses) show:	Graduate	10	No	13	No	9
	Any level	1				
		<u>13</u>				<u>13</u>
(All schools combined)	1st	1	Yes	10	Yes	30
(22 schools; 45 courses)	2nd	1	No	35	No	15
	3rd	1				
	3rd or 4th	1				
	3rd, 4th or Grad.	2				
	4th	6				
	4th and Graduate	4				
	Graduate	25				
	Any level	4				
		<u>45</u>				<u>45</u>

practically a decade ago, whose content at that time is indicated on pages 20-21 above, and which is presented with some rearrangement in the "Outline of the Course" on pages 23-31 above. For courses in Group (c), the essential data are presented in Tables IV and VII.

Examination of Tables V, VII, and IX reveals that while those courses treating business materials incidentally are offered at the graduate level in an overwhelming number of cases, those of a strikingly specialized commercial type, and those of the survey comprehensive type are both offered with about equal frequency at the undergraduate and graduate levels. With respect to inclusion of problems concerning public welfare administration, Group (c) omits subject matter in the great majority of cases, while Groups (b) and (a) include it even less commonly. An attempt was made to ascertain the extent to which an opportunity exists for carrying on "field work" in the administration of social agencies; but the information provided was not sufficiently amenable to statistical tabulation. However, it appears that such an approach to "internship" is much more common now than when such schools were first established.

Tables IV-V- and VI were designed to determine whether and to what extent the separate divisions of subject matter selected for the standard course has subsequently been included in courses established in other institutions. Group (c) in which merely incidental treatment is accorded

business material, practically ignores the technical business administration fields such as Personnel, Purchasing, Advertising, and Accounting. The only exception is in case of Finance, which is touched upon in one-half the 22 courses of this type being offered. It is significant that the three remaining subject matter sections are covered in almost every such course, namely, Organization, executive, associational and governmental relationships ("Coöperation"), and what we have termed "Executive Control." Such subject matter is not unfamiliar to instructors in schools of social work, since many have a thorough background training in political science or sociology. Obviously, the content of these divisions when taught in such courses could not be expected to have the viewpoint, illustrations, or content which would be included in such courses in schools of Business Administration.

Courses in group (b), being of distinctly specialized commercial type, are more frequently found to cover: Business Organization, Executive Activities; Accounting, Finance; and Publicity. Those institutions which are non-members of the Association, such as the National Training School of the Young Women's Christian Association, emphasize the narrower or technical business courses, such as Accounting and Finance. The failure to establish or emphasize the remaining divisions as special courses, may be due to the ease with which they may be treated at less length in other courses. "Executive

"Services in Coöperation" may be a concluding practical application of theories developed in a sociological course on Community Organization. Personnel and Purchasing may readily be incorporated into a course of the comprehensive curriculum type on Administration of Social Agencies.

Table IV provides an acid test of the writer's judgment in determining the course content, since it indicates what divisions of our course are essential according to the composite judgment of those best qualified to appraise the matter, rendered with the advantage of several years observation of trends in the functional requirements for administration of social agencies. Thirty-three courses of this comprehensive type are now offered in the 24 schools. While no single course was found to deal as comprehensively with the various functional fields of business as does the standard course, yet it is naturally of interest that all 8 divisions are offered in other schools, and that with the single exception of Purchasing there is now practical unanimity of judgment that all divisions of the original courses should be included.

It would be of much interest to ascertain whether the considerable development of the more narrowly specialized courses has come as an application of the glorified business college theory of commerce curriculum-building, now rapidly becoming passé; or whether they are an outgrowth of the comprehensive survey course, and thus built upon a firm

foundation. There seems to be some evidence in the data presented in Tables III-IX that advantage might accrue to the Association of Schools for Professional Social Work, if its membership were to be augmented by encouraging the admission of non-member schools, not necessarily for the sake of securing uniformity, but to consolidate objectives and standards respecting courses in which considerable variation now exists.

Certain educational theorists working in the curriculum field have attempted to develop and apply the job analysis technique as a form of the functional approach, and with varying degrees of success.⁴⁴ While limited to executives of one social agency, and in one city, the self-analysis study carried on by a group of executive secretaries in the Chicago Young Women's Christian Association may be at least suggestive as to the necessity for various subdivisions of our courses (Table X). Asterisks are used to indicate those groups of activities which are included in our subject matter. Examination of the final column reveals that Personnel activities, as analyzed in the fourth and fifth activity groups, comprise the greatest quantity of work done by these executives, while "Business Management" comes second as to volume; Office Routine, third; Publicity, fourth; with Executive Activities (including the first two activity groups, and covering policy formation and intra-

44. E. K. Strong, Jr. and R. S. Ohbrock: Job Analysis and the Curriculum, p. 136. Baltimore: Williams and Williams Co., 1923.

TABLE X

SUMMARY OF SELF-ANALYSIS JOB SHEETS OF EXECUTIVE SECRETARIES^a

Kind of Activity	Number of secretaries reporting	Number of different sub-activities reported	Greatest number of sub-activities reported by one sec'y	Total frequency of mention of all sub-activities
*Planning	14	51	15	73
*Relationships in Chicago	15	42	9	51
*Relationships outside Chicago	16	50	11	75
*Professional Staff	32	119	14	218
*Volunteer Staff	21	111	16	141
*Business Management	24	143	62	225
*Publicity Program	16	140	104	168
Operation				
1) Unclassified	7	33	13	33
2) Religious Work	15	31	5	41
3) Social Work	2	6	3	6
4) Physical Work	2	10	9	10
5) Educational Work	3	26	12	27
*Office Routine	29	105	14	202
Miscellaneous	23	196	24	231
TOTALS	219	1064	311	1501

^aAdapted from a statistical summary, Chicago Y. M. C. A., quoted in R. M. Hogan, The Technique of Activity and Trait Analysis Applied to Y. M. C. A. Executive Secretaries as a Basis for Curricular Materials. p. 102. Doctoral dissertation, University of Chicago, 1927.

division relationships of the executive) are fifth in frequency; while External Representation, involving inter-divisional relationships, provide the least volume of their work.

Table XI gives the results of a more refined activity analysis for the same group of chief executives in the Chicago Y.M.C.A. organization. The subject matter groups concerning which activities were performed, approximate somewhat more closely our functional analysis. Column (2), for which the writer is responsible, is an attempt to provide a ranking of various divisions of our course in terms of the percentage which they constitute of the total work of these chief executives of "branch" social agencies. Personnel ranks first, with 27 per cent. Executive Management, indicated by Part III and VI, ranks second with 19 per cent; Finance and Accounting combined rank third with 17 per cent; Cooperative Activities, of Part II, ranks fourth with 14 per cent; Provision and Maintenance of a Physical Basis for organization activities ranks fifth; and "Buildings and Grounds" ranks last, involving ten per cent of the secretaries' total activities. Approximately 87 per cent of these executives' total work was found, by the rather intricate job analysis technique developed in this study, to consist of business or general executive activities. In the opinion of the writer, any general applicability of this method must wait upon the achievement in the general field of social agency activity, of a greater maturity of "professional" executive methods, so as to

TABLE XI

JOB ANALYSIS OF Y.M.C.A. GENERAL SECRETARIES*

Subject Matter Groups Concerning Which Acti- vities Were Performed	Per cent of Total Activity Statements	Per cent of Total Activity Statements Dealing With Fields of Present Course
I. PERSONNEL		
Staff Secretaries	5.6	5.6
Employees	2.6	2.6
Executive Secretaries	2.6	2.6
Volunteers	2.6	2.6
Committee Members	2.6	2.6
Committees	3.4	3.4
Personnel Meetings	3.4	3.4
Meeting Functions and Administration	0.6	0.6
Campaigns	1.8	1.8
Campaign Administration	0.4	0.4
Personnel Management	0.4	0.4
Duties and Position	0.8	0.8
Total	26.8	26.8
II. MEMBERSHIP		
Other Y.M.C.A.'s and Individuals	0.8	0.8
Membership Groups	7.0	7.0
Program Groups	2.2	
Contacts	0.2	
Extra-Y Organizations and Individuals	5.8	5.8
Civic	0.8	
Personal Property	0.2	
Personal Statistics	1.0	
Discipline	0.4	0.4
Total	18.4	14.0
III. PROGRAM OF OPERATIONS		
Units of Work	4.4	4.4
Program	7.0	7.0
Time	1.6	1.6
Place	0.8	0.8
Publicity	1.2	1.2
Results	0.2	0.2
Promotion	0.6	0.6
	15.8	15.8

TABLE XI (CONTINUED)

Subject Matter Groups Concerning Which Acti- vities Were Performed	Per Cent of Total Activity Statements	Per cent of Total Activity Statements Dealing With Fields of Present Course
IV. BUILDINGS AND GROUNDS		
Building Divisions	5.0	5.0
Grounds Division	0.4	0.4
Building Construction	0.8	0.8
Custodianship	0.2	0.2
Equipment	2.8	2.8
Supplies	0.6	0.6
Provisions	0.4	0.4
Total	10.2	10.2
V. FINANCES		
Business Management	7.6	7.6
Documents	8.0	8.0
Reports	1.4	1.4
Communications	0.4	0.4
Total	17.4	17.4
VI. OTHERS		
Formation of Ideas	2.8	2.8
Dimensions	0.2	
Obstacles	0.4	
Cooperation	0.4	0.4
Miscellaneous	4.0	
Total	7.8	3.2
		87.4

* *Adapted in part from R. M. Hogan, The Technique of Activity and Trait Analysis Applied to Y. M. C. A. Secretaries as a Basis for Curricular Materials. p. 102. Doctoral dissertation, University of Chicago, 1927.

provide uniformity sufficient to justify building a curriculum upon present practice alone.

While the results of the particular curriculum study here reported seemed to be adequate at the time the course was first given, and the selection of materials seems to have been made in conformity with the best curriculum theory and practice in the zone of collegiate education for business, and, furthermore, have been rather prophetic in emphasizing the Executives' most essential functional problems and relationships, as since confirmed by educators in the field of professional social work, the writer is nevertheless cognizant of the limitations of his own contribution, and of the necessity for those at present engaged in preparing men and women for positions looking toward social work managerial responsibility, to reach far beyond the conclusions here presented. A curriculum intended for the vocational integration of the two rapidly growing fields concerned, must continually change with and even forecast the trends in these fields. "The curriculum builder never finishes his work."⁴⁵

45. J. M. Wood. "Statement of Principles for Constructing Business Curriculum for Junior Colleges," p. 133. Second Year Book. Eastern Commercial Teachers Association, 1929.

